SECTION 1 – INTRODUCTION .................................................................................................................. 2
    PURPOSE ........................................................................................................................................... 2
    SCOPE ............................................................................................................................................... 2
SECTION 2 – POLICY ............................................................................................................................. 3
    PRINCIPLES ...................................................................................................................................... 3
    POLICY .............................................................................................................................................. 3
SECTION 3 – PROCEDURE ...................................................................................................................... 4
    INSTRUCTIONAL RESOURCES ........................................................................................................ 4
    ASSESSMENT METHODOLOGY ...................................................................................................... 4
    BENCHMARKS FOR ASSESSMENT .................................................................................................. 4
    ASSESSMENT TOOLS ...................................................................................................................... 5
    ASSESSMENT INSTRUMENTS ........................................................................................................... 5
    QUANTUM OF ASSESSMENT ........................................................................................................... 5
    SKILLS RECOGNITION ..................................................................................................................... 5
    REASONABLE ADJUSTMENT TO ASSESSMENT ........................................................................... 6
    ASSESSMENT VALIDATION .............................................................................................................. 7
SECTION 4 – REFERENCE AND SUPPORTING INFORMATION .......................................................... 17
    DEFINITIONS .................................................................................................................................... 17
    SUPPORTING DOCUMENTATION .................................................................................................. 18
SECTION 5 – GOVERNANCE ................................................................................................................ 19
    CHANGE HISTORY .......................................................................................................................... 19
SECTION 1 – INTRODUCTION

PURPOSE
This document is designed to provide established policies and procedures to aid all staff of the Ivy Institute assessment process, including validation and moderation, in order to ensure compliance with the Standards for NVR Registered Training Organisations (the Standards).

SCOPE
This Policy and Procedure applies to all students and staff involved directly and indirectly with assessment.
SECTION 2 – POLICY

PRINCIPLES

The Assessment Policy and Procedure is committed to and guided by the principles:

- procedures for assessment are explicit, sufficient, valid and reliable
- assessment tasks reflect the learning outcomes as stated in the unit outline and unit of competency
- students are made aware of assessment requirements in the first week of delivery
- internal moderation should occur across qualifications at the level of individual unit assessment tasks
- IVY INSTITUTE maintains transparent and fair mechanisms for marking and moderating assessments
- moderation processes are evaluated informally and formally.

POLICY

As a Registered Training Organisation IVY INSTITUTE is committed to operating within a competency-based training system which encompasses competency-based assessment in compliance with the Standards for NVR Registered Training Organisations (the Standards).
SECTION 3 – PROCEDURE

INSTRUCTIONAL RESOURCES
The detail for the delivery and assessment for each unit is provided in the form of a resource kit, known as the ‘Trainer / Facilitator Guide’.

Each unit of competency contains:

- the unit title and code
- version control information; training package code; package version; document version
- unit information—as per training package information—including:
  - identification of the qualification level (Unit Codes)
  - unit descriptors, legislative, licensing or regulatory requirements, prerequisites and co-requisites, methods of assessment
  - the range statement
  - employability skills, required skills and knowledge and critical aspects for assessment
- instructions on how the trainer/ facilitator and learner/ participant guides should be used and a checklist for addressing Recognition of Prior Learning (RPL)/Recognition of Current Competencies (RCC)
- instructions for trainers, facilitators, assessors and learners or candidates for assessment, regarding participation in assessments
- information regarding assessment structures and requirements, including:
  - an explanation of competency assessment and access and equity needs
  - instructions for trainers, facilitators and assessors relating to customisation and contextualisation of learning content and of assessments
- text (learning/ theory content) that addresses each performance criteria and provides underpinning knowledge through a narrative that describes the processes, tasks or procedures that learners must demonstrate to be assessed as competent
- a series of assessment instruments providing for the collection of a range of evidence to support a judgement of competence

ASSESSMENT METHODOLOGY
Assessment is based on a formative and summative assessment model, with holistic assessment being applied where possible.
Formative assessment tasks are included at certain points in the learning sequence in order to assist learners to judge their progress and to seek assistance from the trainer/assessor.
Summative assessment tasks occur at the completion of the learning experience, where appropriate.
Combined, the formative, summative and holistic assessment tasks provide the assessor with sufficient evidence to enable an assessment decision to be made in regard to the participant’s competency, once authenticated as being the work of that participant.

BENCHMARKS FOR ASSESSMENT
The benchmarks for assessment in industry are the endorsed National Competency Standards, as relevant to each qualification. These standards detail what constitutes vocational competence in a range of occupations at different levels of complexity. They also outline whether the units of competency can be assessed on- or off-the-job. These benchmarks are used by Ivy Institute in conducting the assessment.
ASSESSMENT TOOLS

IVY INSTITUTE assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence, and may include:

- specific instructions to candidates—incorporated into the unit and available to each student at the commencement of the unit
- assessment tasks appropriate to each Australian Qualifications Framework (AQF) Level that can take a number of forms including: short tests and quizzes, observation schedules, simulation activities, practical projects, demonstrations, individual/group projects, written/oral tests and/or portfolios, dependent on the AQF Level and the nature of the competency concerned
- examples of acceptable responses—included in the Trainer / Facilitators Guide
- rules of judgements in holistic competency assessment—incorporated into the Trainer / Facilitators Guide, where applicable
- assessment validation maps / competency review tools providing elements and performance criteria.

The specific National Training Package and the competency standards contained therein provide information to guide assessment of each of the units of competency. Using these resources, IVY INSTITUTE has developed, externally or internally, a range of assessment instruments incorporating tasks appropriate to the AQF Level of each qualification. Attention is paid to validity, reliability, fairness, flexibility and generic/employability skills.

ASSESSMENT INSTRUMENTS

Recommended instruments are provided within the instructional resources for each unit. These are developed with internal and external resources and are provided to trainers and assessors via our learning management system (LMS). Marking guides/criteria/observation checklists are also provided.

Staff wishing to develop additional assessment instruments for incorporation within the resources can do so in conjunction with the Head of Learning and Support. Marking guides/model answers must be provided as part of this process and care taken to ensure that each assessment instrument is aligned to the AQF level appropriate to the Unit of Competency concerned.

Assessment instruments are regularly subjected to validation processes to ensure continuing validity, reliability, fairness and flexibility. Information in regard to this process follows within this document.

QUANTUM OF ASSESSMENT

This will be linked to the number of performance criteria and nominal duration of each unit, and will comply with the requirements stated within the relevant National Training Package.

The quantum of assessment related to each unit will be reviewed as part of the validation process to ensure that there is enough evidence being gathered to judge consistency of performance over a period of time, and the ability to transfer skills to new and different situations.

SKILLS RECOGNITION

Learners may seek Skills Recognition, including Recognition of Prior Learning (RPL), for individual Training Package units of competency based on previous completion of structured training programmes, demonstration of competency or previous industry or life experience.
Skills Recognition procedures will be in accordance with the National Standard. Full information is available within IVY INSTITUTE’s Course Credit (RPL) Policy and Procedure.

**REASONABLE ADJUSTMENT TO ASSESSMENT**

Reasonable adjustment is a concept and requirement within the *Disabilities Discrimination Act 1992* and is designed to ensure that all people are treated equally in both the delivery and assessment processes. It is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise IVY INSTITUTE in regard to what adjustment(s) he/she needs to be able to demonstrate competence. If necessary, IVY INSTITUTE will seek timely advice from government agencies, support organisations or medical authorities to determine what needs to be done to accommodate the needs of the individual, or to verify that the stated condition justifies eligibility for reasonable adjustment.

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Reasonable Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired brain injury</td>
<td>Memory aids (posters, notes etc.)</td>
</tr>
<tr>
<td></td>
<td>Reflective listening skills</td>
</tr>
<tr>
<td></td>
<td>Stress minimisation</td>
</tr>
<tr>
<td></td>
<td>Time and patience</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>Audio loops for people using hearing aids</td>
</tr>
<tr>
<td></td>
<td>Plain English documents</td>
</tr>
<tr>
<td></td>
<td>Fire and alarm systems with flashing lights</td>
</tr>
<tr>
<td></td>
<td>Sign language interpreters</td>
</tr>
<tr>
<td></td>
<td>Telephone typewriters</td>
</tr>
<tr>
<td>Intellectual disability</td>
<td>Additional time</td>
</tr>
<tr>
<td></td>
<td>Assessment which is appropriate to the skill (i.e. avoiding written assessment for</td>
</tr>
<tr>
<td></td>
<td>practical tasks)</td>
</tr>
<tr>
<td></td>
<td>Mentors</td>
</tr>
<tr>
<td></td>
<td>Plain English documents</td>
</tr>
<tr>
<td></td>
<td>Practical learning sessions</td>
</tr>
<tr>
<td></td>
<td>Repetition of learning exercises</td>
</tr>
<tr>
<td>Mobility impairment</td>
<td>Access to aids such as for holding documents</td>
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<tr>
<td></td>
<td>Adjustable tables</td>
</tr>
<tr>
<td></td>
<td>Lifting limits</td>
</tr>
<tr>
<td></td>
<td>Note taking support</td>
</tr>
<tr>
<td></td>
<td>Oral rather than written presentations</td>
</tr>
</tbody>
</table>

1 Extract from Assessment Guidelines section of BSB07_R7 (Business Services Training Package)
|                               | Personal computer       |
|                               | Wheelchair access       |
| Psychiatric disability        | Identification and avoidance of stresses |
|                               | Ongoing rather than formal assessments |
|                               | Reflective listening skills |
|                               | ’Time-out’ breaks in assessment |
| Speech impairment             | Information summaries   |
|                               | Stress minimisation     |
|                               | Time and patience       |
|                               | Written rather than verbal opportunities |
| Vision impairment             | Additional writing time for assignments/tests |
|                               | Audio tapes             |
|                               | Braille translations    |
|                               | Enlarged computer screen images |
|                               | Enlarged text and images |
|                               | Good lighting or reading lamps |
|                               | Guide dog provision     |
|                               | Informing the person before moving furniture |
|                               | Voice synthisers on computers |

This means that, wherever possible, ‘reasonable’ adjustments are made to the assessment process to meet the individual needs of candidates. (In certain cases, applicants will be required to provide third-party evidence of the stated condition to be eligible for reasonable adjustment.)

This principle can also be applied to members of other equity groups, at the discretion of the Product and Delivery Manager.

**ASSESSMENT VALIDATION**

IVY INSTITUTE requires staff/contract assessors directly involved in assessment to validate assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by its range of assessors.

**Validation Approaches**

- **Peer review**
  Assessors are encouraged to discuss the assessment decisions they have made with their peers. A formal environment for this is provided within the assessor meetings, but it is expected it will also occur informally within the daily operations of the business.

- **Assessor meetings**
  Meetings can take the form of departmental meetings where assessors from within one faculty meet face to face. This is more likely to apply in larger faculties with more than one active
assessor of each unit of competency. In smaller faculties, membership will consist of all assessors so will have a wider focus, rather than just one unit of competency or IVY INSTITUTE unit.

Virtual meetings can occur for inter-faculty networks, where discussions are held either by telephone, Skype or by electronic mail.

- **Assessment tool bank of resources**
  A consistent approach has been taken to the development of assessment materials. This includes a Teacher / Facilitator Guide, a Learner Guide (student information handout on assessment requirements and expectations), a range of assessment tools, and a checklist providing elements and performance criteria. Each of these tools is developed externally and validated internally prior to distribution (refer to below section ‘Internal assessment validation audits’).

  The Head of Learning and Support is required to track the use of the assessment instruments from within the bank.

- **Bank of exemplars and model answers**
  Considerable attention is paid by IVY INSTITUTE to the development of comprehensive model answers to assessment instruments and detailed observation checklists for practical assessment tasks to minimise the possibility of inconsistency to within acceptable standards. These are reviewed as part of the continuous improvement process, based on feedback provided by IVY INSTITUTE assessors.

- **Field testing, trialling and piloting**
  Field testing, trialling and piloting of assessment tools occurs for each IVY INSTITUTE unit. Upon the release of each set of resources, each faculty is required to provide feedback in regard to whether the tools provided are appropriate for the context, will gather quality evidence, and meet the needs of the enterprises/industry and the candidates. This feedback is used to refine and enhance the tools.

- **Specialist assessors**
  IVY INSTITUTE uses individuals with high-level skills and relevant experience to act as specialist assessors. All feedback is directed to the Head of Learning and Support and is incorporated into the continuous improvement process.

- **Information for assessors**
  The detail for the assessment for each IVY INSTITUTE unit is provided in the relevant Trainer / Facilitator Guide. Assessors also have access to the Learner Guides, which is available to each learner on commencement of the IVY INSTITUTE unit. This document contains the details relating to the assessment requirements applicable to that IVY INSTITUTE unit.

- **Assessor feedback**
  Staff members/contract assessors are interviewed by their immediate supervisor at least once every four months to monitor satisfaction with processes and resources. Feedback from these interviews is communicated to the Head of Learning and Support, as applicable.
At least twice annually, the Head of Learning and Support meets with his/her staff/contract assessors to discuss the assessment tools applicable to nominated IVY INSTITUTE units. It is expected that a key outcome from these meetings is the identification of possible improvements to the assessment tools applicable.

Assessor staff members are actively encouraged to provide feedback on and contribute to the assessment materials so that these can be regularly improved and expanded. Records of improvements are maintained within the Continuous Improvement Register.

- **Client satisfaction surveys**
  IVY INSTITUTE collects stakeholder feedback through a variety of tools and methodologies. These may include, but are not limited to:
  
  - student surveys;
  - student unit evaluation questionnaires;
  - student interim interviews;
  - grievance and appeals processes;
  - course evaluations;
  - graduate exit questionnaires

  All data collected is documented and analysed by the management team for identification of any continuous improvement opportunities. Any such opportunities and responses are progressively implemented, and are reviewed within the next internal audit process.

- **Benchmarking**
  The benchmarks for assessment in industry are the endorsed National Competency Standards. These standards detail what constitutes vocational competence in a range of occupations at different levels of complexity. They also outline whether the units of competency can be assessed on- or off-the-job. These benchmarks are used by IVY INSTITUTE in the conduct of assessment.

  IVY INSTITUTE also benchmarks its assessment processes against the vocational education and training statutory authorities and other external agencies to ensure it maintains currency in regard to pedagogy and sector requirements. Sources of data include the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE); Australian Skills Quality Authority (ASQA); and the National Centre for Vocational Education Research (NCVER).

- **Assessment validation mapping / Competency review tools**
  The benchmarks for assessment in industry are the endorsed national units of competency selected from the range within the appropriate component of the Qualifications Guide of the relevant National Training Package. These units of competency detail what constitutes vocational competence in a range of occupations and outline whether each can be assessed on- or off-the-job.

  As each IVY INSTITUTE assessment tool is developed externally it is benchmarked against the relevant units of competency and an assessment validation map / competency review tool is created as evidence.
• **Internal assessment validation audits**
  Prior to the distribution of assessment tools and resources IVY INSTITUTE validates each by conducting an internal assessment audit using the Assessment Validation Form.

• **Mentoring**
  The Head of Training and Support is expected to monitor the completed assessment items from each assessor to ensure appropriate standards are being maintained. Any identified concerns are addressed to the relevant staff member and additional mentoring, coaching and/or supervision implemented as appropriate to the situation.

• **Inter-staff exchange of completed assessment sampling**
  Each assessor may be required to submit samples of completed assessment items for peer validation, in accordance to the instructions given by the Head of Training and Support. The sample is to consist of at least three completed assessment items submitted as evidence for one unit from three different students (this may include students that have been assessed as Not Yet Competent). Therefore nine assessment items in total are to be submitted for moderation. Copies of assessment items are forwarded; the assessor of origin retains the originals.

  The assessor receiving the assessment items (reviewing assessor) for moderation must have the appropriate qualifications for that IVY INSTITUTE unit.

  The Assessment Moderation Form must be completed by that reviewing assessor, and returned to the Head of Training and Support with the sample of worked assessments. The Head of Training and Support records the outcomes and forwards a copy to the originating assessor.

  The Head of Training and Support develops a broad perspective from the responses, and implements any recommendations for improvement.

• **Internal compliance audit self-assessment**
  At least once annually, IVY INSTITUTE conducts an internal audit of its operational compliance to the National Standards. This includes a review of the assessment process, a sampling of completed assessments, assessment security, and assessment records management. It also includes a review of the compliance of any partnership arrangements, and of the assessment strategy.

  Outcomes from such an audit are documented and reviewed by the CEO and Head of Training and Support. Any identified opportunities for improvement are documented, expeditiously integrated into IVY INSTITUTE's operations and reviewed for effectiveness as part of the next internal audit.

**VALIDATION OF PARTNERSHIP EFFECTIVENESS**
Where training and/or assessment is provided by another organisation on behalf of IVY INSTITUTE, a written agreement specifies how each party to the agreement will discharge its responsibilities. IVY INSTITUTE conducts an on-site audit at least once annually of the compliance to the agreement and to the National Standards. Any identified opportunities for improvement are documented, an implementation plan generated then expeditiously integrated into the partner’s operations. Effectiveness of the corrective and/or preventive action is reviewed during the next audit cycle.
TEAM/PANEL ASSESSMENT
For some IVY INSTITUTE units it may be appropriate to use a team or panel assessment. This method would be particularly suited to units of competency where assessor subjectivity is difficult to avoid.

PROFESSIONAL DEVELOPMENT
Considerable attention is paid to professional development of assessors to ensure maintenance of currency within industry, as well as proficiency within competency based assessment.

Trainers or assessors released for industry placement are required to provide feedback to the Product and Delivery Manager in regard to identified areas for improvement.

ACADEMIC MEETINGS
Trainers and assessors for each IVY INSTITUTE course or faculty may participate in an academic meeting or be asked to assume a membership position on the IVY INSTITUTE Curriculum Committee. One purpose of these meetings is the provision of a venue to discuss and reach agreement about assessment processes and outcomes for specific IVY INSTITUTE units that have been nominated in advance to allow participants to gather feedback/information from other trainers and assessors.

This enables trainers and assessors to develop a shared understanding of the requirements of specific Training Packages, including relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions can be made (From: Learning and Assessment Strategies, ANTA 2002).

The trainers and assessors are then required to pass on this information to the Head of Training and Support.

GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS
The specific National Training Package and the competency standards contained therein provide information to guide assessment of each of the units of competency. Using these resources, IVY INSTITUTE develops a range of assessment instruments, using both internal and external resources, incorporating tasks appropriate to the AQF Level of each qualification. Attention is paid to validity, reliability, fairness, flexibility and generic/employability skills.

As each assessment tool is developed it is benchmarked against the relevant units of competency and an Assessment Audit Map is created as evidence.

This process recurs with each improvement to the assessment materials relevant to each IVY INSTITUTE unit.

VERIFICATION OF ASSESSMENT MATERIALS
Assessment conducted by IVY INSTITUTE conforms to the National Standards, to the Assessment Guidelines within each endorsed National Training Package, and the relevant National Unit of Competency. It focuses on the application of knowledge and skill to the standard of performance required in the workplace (as defined within the Evidence Guide for each Unit of Competency) and strives to cover all aspects of workplace performance.
Pre-assessment Verification

Design compliance is verified through the development of an Assessment Validation Map/Competency Review Tool for each Unit of Competency, prior to its implementation. Each Assessment Validation Map/Competency Review Tool lists all the elements and performance criteria for the Unit(s) of Competency concerned and indicates how the assessment of that component is to be conducted.

It also incorporates a review of the clarity of the assessment task instructions that the level of difficulty of the task is appropriate to the AQF Level of the competency, and that model answers and assessment checklists are provided. Another aspect considered is whether the assessment task is suitable for use in a variety of assessment contexts, such as for standard class groups of differing sizes and learners, or recognition purposes.

This verification process is used to refine and enhance the assessment materials prior to implementation.

Field Testing, Trialling and Piloting

Field testing, trialling and piloting of assessment tools occurs for each IVY INSTITUTE unit. Upon the release of each set of resources, each assessor may be required to provide feedback in regard to whether the tools provided are appropriate for the context, will gather quality evidence, and meet the industry and those of a diverse range of candidates.

This verification process is used to refine and enhance the assessment materials subsequent to implementation.

IMPROVEMENTS TO ASSESSMENT MATERIALS

Feedback received from the verification and validation processes is used by IVY INSTITUTE to generate improved versions of the relevant assessment tool. These are then issued to trainers and assessors for use, with amended version coding to ensure ease of identification of the improved version. An amended version is placed within a secure component of the LMS and the previous version is removed from that site.

GUIDELINES FOR CONDUCTING ASSESSMENT

Under no circumstances should the assessment be conducted in a way that does not require the learner to demonstrate the skills, knowledge and understanding covered by the competencies. The assessor should refer to section ‘Reasonable Adjustment to Assessment’ if such consideration is applicable.

Procedural detail will be provided in the Facilitator / Trainer Guide for each IVY INSTITUTE unit.

ASSESSOR QUALIFICATIONS

Assessments against competencies in IVY INSTITUTE courses are carried out in accordance with the National Standards and the National Quality Council determination of 18 December 2009 special bulletin.

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL STAFF/ASSESSORS

Assessor training needs to be suitable for employers and employees and must, therefore, provide flexible modes of delivery and at a low cost. Training must be against the assessor competency standards and customised for the various business environments.
ASSESSMENT SYSTEM GUIDELINES

Units of competency (units) may be clustered together for training delivery and assessment purposes. Units in a cluster will integrate knowledge and skills and mirror real work tasks in a meaningful way. The minimum number of units in a cluster will be one.

Clustering arrangements will take into account the advice on the interrelated assessment of units that is contained in the Evidence Guide of the relevant endorsed Unit(s) of Competency.

These clusters will be referred to as IVY INSTITUTE units and an assessment plan will be developed for each and incorporated into the relevant Facilitator Guide.

USE OF REPORT CODES

Ivy Institute may provide students with a final report, otherwise known as the academic transcript. The following Report Codes apply to Ivy Institute academic transcripts:

<table>
<thead>
<tr>
<th>Report Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet Competent</td>
<td>NYC</td>
</tr>
<tr>
<td>Competency Attained</td>
<td>CA</td>
</tr>
<tr>
<td>Approved Withdrawal</td>
<td>AW</td>
</tr>
<tr>
<td>Did Not Complete</td>
<td>DNC</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>RPL</td>
</tr>
</tbody>
</table>

A student must attempt and submit all pieces of assessment as required within the unit. If he/she does not attain the standard set for competency within every piece of assessment, he/she will be deemed to be ‘Not Yet Competent’.

Any student who fails to submit an assessment task within the time-frames provided, and has not made prior arrangements with the trainer, will be deemed ‘Not Yet Competent’ for that piece of assessment, unless appropriate documentation (such as a medical certificate) is presented.

WORKPLACE ASSESSMENTS

Some units are best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, as prescribed in the relevant National Training Package.

Students currently employed, or undertaking a work placement, may be assessed following observation of their workplace performance by a workplace supervisor/manager. Students must submit a Nominated Workplace Supervisor form in advance to allow Ivy Institute’s Student Services Manager the opportunity to verify the suitability and qualifications of the nominated supervisor/manager. If approved, both the student and the nominated supervisor/manager will be formally notified by Student Services and provided with the necessary documentation and instructions.

To request a simulated workplace assessment conducted by an Ivy Institute assessor students should complete the Simulated Workplace Assessment Request Form.

ARRIVING LATE / FAILING TO ARRIVE TO SUPERVISED ASSESSMENTS
Students who arrive 15 minutes or more after the agreed commencement time of a supervised assessment task with an Ivy Institute assessor may not be permitted to undertake the assessment at that time. Students should arrive at least 10 minutes before the commencement of an assessment.

Any student who fails to arrive to complete a supervised assessment activity and does not present valid certification (e.g. a medical certificate) to Student Services, must arrange with Student Services to re-attempt that assessment within 10 working days or he/she will be deemed ‘Not Yet Competent’ within that unit and this result will be recorded in the student’s record.

PAID/VOLUNTEER WORK PLACEMENTS
Many Ivy Institute units are best assessed following observation of students’ workplace performance. Some Ivy Institute courses include a mandatory work placement component comprised of a minimum number of hours of paid/volunteer work. During a students work placement they will be required to undertake a number of specified workplace tasks under the supervision of an approved workplace supervisor/manager.

Students not currently employed who are undertaking a course with a mandatory work placement component may be required to arrange a suitable work placement of up to 30 days duration to be completed by them prior to their course end date. Ivy Institute may be able to assist students with arranging a suitable work placement but this is not guaranteed.

Where a work placement arrangement is made, either by the student or Ivy Institute, a Work Placement Agreement must be completed and the original returned to Student Services. At the time a Work Placement Agreement is entered into, Student Services will provide students with information on the way assessments are to be conducted and recorded.

During a students work placement they will be required to complete an activity log book that has been specifically prepared to cover practical aspects of their course. Nominated supervisors will observe the student perform workplace tasks, using checklists provided, and sign the student logbook and detail any feedback on how the student performance matches current industry and workplace requirements. Upon completion of the students work placement the logbook must be signed, by both the student and nominated supervisor, and returned to the trainer/assessor.

Ivy Institute’s trainer / assessor will use the logbook as evidence to inform an assessment of competence for relevant units of competency in the course. The assessor may also contact the nominated supervisor directly to gather further information on a students’ performance.

RE-ASSESSMENT
Re-assessment refers to the opportunity provided to candidates for a second assessment attempt after a ‘Not Yet Competent’ result was received from the first assessment attempt or where the student has failed to submit an assessment task within the specified time-frames.

Students receiving an assessment result of ‘Not Yet Competent’ will be provided with feedback and additional training then arrangements will be made for re-attempting the assessment. Such second attempts must be within 10 working days of the release of the original result.

If the same student does not demonstrate the standard set for competency within that supplementary assessment, the student will be scheduled to recommence that unit and additional fees will be
The fee charged for supplementary attempts is the prevailing fee for that Unit of Study as set out in the Schedule of Fees available on the College website.

If the student is again deemed ‘Not Yet Competent’, immediate counselling will occur and assistance will be offered in the form of a course progression plan.

**ASSESSMENT APPEALS PROCESS**

Sufficient evidence must be maintained to ensure that the assessment outcomes can be appealed. Information of this process is covered within IVY INSTITUTE Assessment Appeals policy and procedure.

**CHEATING**

Cheating is the taking of any unauthorised material or electronic device into an assessment activity, irrespective of whether or not this is used by the student to assist him/her to complete that assessment.

After investigation, any student found to be cheating will have his/her assessment activity cancelled, and no re-submission of assessment will be accepted. The assessment outcome of ‘Not Yet Competent’ will be recorded for that unit, and he/she will be placed on probation. He/she will be scheduled to re-commence that full unit, and additional fees will be applied.

Any further incidence of proven cheating or other unacceptable behaviour will result in cancellation of the student’s enrolment. In the event that this occurs, no refund of fees will be possible, and Ivy Institute will not assist with work placement.

The written notice of Ivy Institute’s decision will inform the student that he or she is able to access Ivy Institute’s Complaints, Grievances and Appeals Process and has 20 working days from the nominated date in which to do so.

**PLAGIARISM**

Plagiarism occurs when someone presents the thoughts or writings of another person as his/her own. Students are, therefore, required to acknowledge all direct quotations, ideas, paraphrased writings and statistical information.

Plagiarism is a form of cheating, and is one of the most serious offences any writer can make. Any student found to be plagiarising will be regarded as having cheated, and the same conditions will be applied as recorded in the Cheating section above.

**SUBMISSION OF ASSESSMENT TASKS**

All assessment tasks required for completion of a unit are to be completed and submitted by the scheduled due date and following the instructions contained in the Ivy Institute LMS Student User Manual.

To safeguard against accidental loss of assignments, it is expected that students will keep a copy of each assignment either soft copy (on computer) or a hard copy. Students are reminded to save their work on an ongoing basis when logged in to the LMS. In the event of loss occurring, the student will be required to submit a new copy of the assignment concerned.
SATISFACTORY ACADEMIC PROCESS

Ivy Institute expects each student to progress through his/her course at a rate that will enable the student to complete the course in the nominated duration. Ivy Institute’s learning management system generates reports of students’ academic progress, enabling Student Services to monitor, record and assess every student’s progress.

To assist in this process Student Services may generate the following LMS reports:

- Students that have not submitted assessment tasks by their due date
- Students that have not logged in within 72 hours
- Students at risk of falling behind. This is based on the due date set for students undertaking a particular qualification and how many answers they have input, and whether or not they are likely to answer all questions before the due date.
- Students with active enrolments that have never logged in

Where a student is identified to be ‘at risk’ of not completing their course on time Student Services may intervene and provide counselling, together with a plan for course progression. It is the student’s responsibility to follow this plan and complete their studies within the nominated duration.

PARTICIPATION MONITORING AND INTERVENTION

In order to assist with academic progress, the trainers monitor each student’s attendance and performance in the units they deliver. If a student appears to be experiencing difficulty within a particular unit, the trainers alert the Student Services Manager.

The student will be notified and asked to make an appointment with the Student Services Manager, who will offer counselling and establish a programme of support for the student. It is the student’s responsibility to follow through on that programme, and to maintain contact with the Student Services Manager and/or other staff nominated.

RETENTION OF ASSESSMENT RECORDS

For information in relation to the retention of assessment records, refer to IVY INSTITUTE’s Records Management policy and procedures.
SECTION 4 – REFERENCE AND SUPPORTING INFORMATION

DEFINITIONS

ASSESSMENT
Assessment is the process of collecting evidence and making judgements as to whether competency has been achieved and also making judgement as to whether the collected evidence can been authenticated as being the work of the student. This must be conducted in accordance with statutory requirements, such as mandated within the AQTF.

Formative Assessment - evaluation occurring during the provision of the training and education service to ascertain areas of learning difficulty as a basis for further instruction.

Summative Assessment - used at the end of an IVY INSTITUTE unit to give a final indication of a learner's progress. It is an appraisal of the extent to which the total competency outcomes have been achieved.

Holistic Assessment (also known as Integrated Assessment) – covers the ‘whole of job’ role or function that draws on a number of units of competency.

ASSESSMENT INSTRUMENT(S)
This consists of the specific questions or activity developed to allow the candidate to clearly demonstrate the attainment of competency. Each assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision, such as model answers, listing the key points.

Assessment instruments may address a cluster of competencies as applicable for holistic assessment.

ASSESSMENT MATERIAL(S)
Assessment materials are any resources that assist in some part of the assessment process. They may include information for the student or assessor, assessment tools or resources for the quality assurance strategies of the assessment system. (Sourced from: ANTA, AQTF Learning and Assessment Strategies)

ASSESSMENT PROCESS
The agreed series of steps that is undertaken within the assessment delivery, recording and reporting cycle.

ASSESSMENT TOOL(S)
IVY INSTITUTE’s assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence. Descriptions of typical competent performance are also included.

COMPETENCY
Competency is the ability to perform particular tasks and duties to the standards of performance required in employment. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.

COMPETENCY STANDARDS
Competency standards are national standards that define the work skills and underpinning knowledge required for effective performance in the workplace. The standards, otherwise known as units of
competency, are determined by industry and form a fundamental component of IVY INSTITUTE courses and training products (national units of competency, qualifications or accredited courses).

COMPLETED ASSESSMENT ITEMS
The actual piece(s) of work completed and submitted by the student for the purposes of assessment.

ELEMENTS
An element is the basic component of each unit of competency that describes the tasks that make up the broader function or job described by the unit.

IVY INSTITUTE UNITS
IVY INSTITUTE may cluster together complementary endorsed units of competency for the purpose of quality delivery of instruction, and more holistic assessment. The minimum number of units in a cluster is one. These clusters are referred to as IVY INSTITUTE learning units.

PERFORMANCE CRITERIA
These are evaluative statements that specify the components and required level of performance of each element that occurs within each endorsed unit of competency.

MODERATION OF ASSESSMENT
Moderation is the process which involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific Training Packages, including relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected, and the basis on which assessment decisions are made. (Sourced from: ANTA, AQTF Learning and Assessment Strategies.)

VALIDATION
Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards and documenting any action taken to improve the quality and consistency of assessment. (Sourced from: ANTA, AQTF Learning and Assessment Strategies.)

SUPPORTING DOCUMENTATION

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SECTION 5 – GOVERNANCE

CHANGE HISTORY

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